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| 14. ABSTRACT This final report summarizes the third and final year of a project studying what appears to be an impasse in tribal/federal discourse regarding heritage consultation as currently practiced in the United States. We use Foucault's concept of governmentality to address cultural resource management (CRM) practices for a qualitative study addressing why tensions between tribes and federal agencies arise in heritage discourse, in spite of overlapping goals. Using practice and agency theories and the concept of social capital (i.e., valued relations with others), we will develop a model for improved tribal/federal heritage consultation; this will be accomplished by: | | | | | |
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Report Title

Final Report: Governmentality and Social Capital in Tribal/Federal Relations Regarding Heritage Consultation

ABSTRACT

This final report summarizes the third and final year of a project studying what appears to be an impasse in tribal/federal discourse regarding heritage consultation as currently practiced in the United States. We use Foucault's concept of governmentality to address cultural resource management (CRM) practices for a qualitative study addressing why tensions between tribes and federal agencies arise in heritage discourse, in spite of overlapping goals. Using practice and agency theories and the concept of social capital (i.e., valued relations with others), we will develop a model for improved tribal/federal heritage consultation; this will be accomplished by working collaboratively with tribal heritage specialists toward potential solutions to this problem. Ultimately, the goal is to outline a strategy for humanizing the process of respectful consultation between tribes and the federal government. The majority of work over the past year has centered on a collaborative archaeology project at Stewart Indian School in Carson City, Nevada.

Enter List of papers submitted or published that acknowledge ARO support from the start of the project to the date of this printing. List the papers, including journal references, in the following categories:

(a) Papers published in peer-reviewed journals (N/A for none)

| <u>Received</u> | <u>Paper</u> |
|-----------------|--------------|
|-----------------|--------------|

TOTAL:

Number of Papers published in peer-reviewed journals:

(b) Papers published in non-peer-reviewed journals (N/A for none)

| <u>Received</u> | <u>Paper</u> |
|-----------------|--------------|
|-----------------|--------------|

TOTAL:

Number of Papers published in non peer-reviewed journals:

(c) Presentations

Cowie, S. E., Honoring the Best: Great Presentations, "Integrating Science and Social Theory in Historical Archaeology", Invited, UNR Honors Program. (October 28, 2015).

Laluk, N., Cowie, S. E., Curry, B., SAA 80th Annual Meeting, "Archaeological Collaboration in North America: Are "Benefits" to American Indian Communities truly being maximized?", Society for American Archaeology. (April 2015).

Cowie, S. E., AAA 113th Annual Meeting, "Governmentality and the Archaeology of Removal at Stewart Indian School." Executive Session: Dis/Connections: Understanding Removal Across Temporal, Spatial, and Disciplinary Divides.", Invited, American Anthropological Association. (December 6, 2014).

Cowie, S. E., Department of Social Sciences, Michigan Technological University, "Integrating Science and Social Theory in Historical Archaeology and Heritage Studies", Invited, Michigan Technological University Social Science Colloquium. (October 10, 2014). Invited Public Lecture, three classroom visits, and meetings with students and faculty over three days.

Cowie, S. E., Nevada Indian Commission, quarterly meeting, "Collaborative Archaeology at Stewart Indian School: planning for future work", Invited, Nevada Indian Commission. (April 2014).

Cowie, S. E., AAA 112th Annual Meeting, "Archaeology of Environmental Discrimination", American Anthropological Association. (November 21, 2013).

Long, A., Cowie, S. E., Nevada Museum Association Annual Conference, "Collaborative Archaeology and Collections Management on the Stewart Indian School Project", Invited, Nevada Museum Association. (October 17, 2013).

Cowie, S. E., Nevada Indian Commission, quarterly meeting, Invited, Nevada Indian Commission. (August 2013). Presentation to the Nevada Indian Commission in August 2013. Summarized collaborative research at the Stewart Indian School and provided a tour of the field school.

Cowie, S. E., Stewart Advisory Committee Meeting, "Ongoing Collaborative Research at Stewart Indian School", Invited, Stewart Advisory Public Committee. (August 2013).

Number of Presentations: 9.00

Non Peer-Reviewed Conference Proceeding publications (other than abstracts):

Received

Paper

TOTAL:

Number of Non Peer-Reviewed Conference Proceeding publications (other than abstracts):

Peer-Reviewed Conference Proceeding publications (other than abstracts):

Received Paper

TOTAL:

Number of Peer-Reviewed Conference Proceeding publications (other than abstracts):

(d) Manuscripts

Received Paper

TOTAL:

Number of Manuscripts:

Books

Received Book

TOTAL:

TOTAL:

Patents Submitted

Patents Awarded

Awards

Graduate Students

| <u>NAME</u> | <u>PERCENT SUPPORTED</u> | Discipline |
|------------------------|--------------------------|------------|
| Ashley Long | 0.04 | |
| Ian Springer | 0.01 | |
| FTE Equivalent: | 0.05 | |
| Total Number: | 2 | |

Names of Post Doctorates

| <u>NAME</u> | <u>PERCENT SUPPORTED</u> |
|------------------------|--------------------------|
| FTE Equivalent: | |
| Total Number: | |

Names of Faculty Supported

| <u>NAME</u> | <u>PERCENT SUPPORTED</u> | National Academy Member |
|------------------------|--------------------------|-------------------------|
| Sarah Cowie | 0.53 | |
| FTE Equivalent: | 0.53 | |
| Total Number: | 1 | |

Names of Under Graduate students supported

| <u>NAME</u> | <u>PERCENT SUPPORTED</u> | Discipline |
|------------------------|--------------------------|------------|
| Dania Jordan | 0.04 | |
| Lonnie Teeman | 0.01 | |
| Patrick Burt | 0.01 | |
| Eric DeSoto | 0.01 | |
| FTE Equivalent: | 0.07 | |
| Total Number: | 4 | |

Student Metrics

This section only applies to graduating undergraduates supported by this agreement in this reporting period

The number of undergraduates funded by this agreement who graduated during this period: 1.00

The number of undergraduates funded by this agreement who graduated during this period with a degree in science, mathematics, engineering, or technology fields:..... 0.00

The number of undergraduates funded by your agreement who graduated during this period and will continue to pursue a graduate or Ph.D. degree in science, mathematics, engineering, or technology fields:..... 1.00

Number of graduating undergraduates who achieved a 3.5 GPA to 4.0 (4.0 max scale):..... 1.00

Number of graduating undergraduates funded by a DoD funded Center of Excellence grant for Education, Research and Engineering:..... 0.00

The number of undergraduates funded by your agreement who graduated during this period and intend to work for the Department of Defense 0.00

The number of undergraduates funded by your agreement who graduated during this period and will receive scholarships or fellowships for further studies in science, mathematics, engineering or technology fields:..... 1.00

Names of Personnel receiving masters degrees

| <u>NAME</u> |
|----------------------|
| Ashley Long |
| Ian Springer |
| Total Number: |

Names of personnel receiving PHDs

| <u>NAME</u> |
|----------------------|
| Total Number: |

Names of other research staff

| <u>NAME</u> | <u>PERCENT SUPPORTED</u> |
|------------------------|--------------------------|
| Chris LeBlanc | 0.13 |
| Diane Teeman | 0.04 |
| Debra Harry | 0.01 |
| Joanne Nevers | 0.01 |
| FTE Equivalent: | 0.19 |
| Total Number: | 4 |

Sub Contractors (DD882)

Inventions (DD882)

Scientific Progress

This is the final report for a three-year project. The work is complete and we have a 300-page manuscript for an edited volume. In sum, the goals were to study the interplay of tribal agency, social capital and governmentalized archaeological discourse, and then outline a strategy for humanizing the process of respectful consultation between tribes and the federal government. In the proposed project, we studied where conflict arises, why there is still an impasse in conflicting discourses, and how governmentalization both helps and hinders processes of consultation. Through archaeological practice and collaboration with tribal heritage specialists, we are outlining options for building social capital and collaborating with tribes to shift discourse around consultation.

Summary of the most important results:

The second year of this three-year grant began in summer 2013, as we were midway through an archaeological field school at Stewart Indian School, a place with national significance to US history and federal government policy regarding treatment of Native Americans. The site is listed on the National Register of Historic Places. Numerous tribal members asserted that this would be the most appropriate site for a number of reasons, particularly to raise awareness of this important part of Native American history, to contribute to its preservation and interpretation, and to appeal to numerous tribes whose members passed through Stewart during its 90-year history.

In the third year of the project, numerous students and staff assisted with lab work, artifact analysis, analysis of soil samples, additional archival work and writing, both for their own theses, and for a document that is being edited for publication. One of our consultants Diane Teeman (Burns Paiute Tribe) has agreed to co-edit publications with us. One of our undergraduate students participating in the McNair Scholars Program at UNR graduated and was in a bidding war with two top graduate programs doing research on collaborative archeology; she received substantial funding. Two graduate students wrote their theses using data from this project, and have since graduated and found jobs with federal land management agencies.

The final edited volume will necessarily take more time to complete, in particular due to the nature of a collaborative, multivocal effort that takes a great deal of time for multiple people to write an review. But in sum, it appears that this strategy has tremendous potential. Fieldwork and face-to-face interactions served as a foundation for discussing the improvement of heritage management issues overall, which has potential to improve consultation at all government levels. This strategy is informed by practice theory, phenomenology, and the linkages between place, memory and multivocality that are valued by many tribal peoples. Many participants were enthusiastic about this approach and were willing to negotiate conflicts more readily because they already had a seat at the table.

A fruitful discussion with Dr. Lisa Troyer during her visit to the field site in Spring 2014, brought our attention to the possibility that this approach could reach beyond heritage consultation in the US, but could also be applied abroad. It could also extend beyond cultural resources to include other natural resource areas that require consultation with various stakeholders. We will continue to explore ideas in this direction on the next phase of research.

Technology Transfer

In this final year we continued to work within a network between university archaeologists, DoD heritage managers, Native American tribes, archaeologists in private industry, heritage managers in state agencies, and members of the public. Individuals and groups in each of these sectors have valuable experience regarding the impasse in tribal/federal relations regarding heritage management of indigenous heritage resources. Thus, we held and attended numerous meetings, gave interviews, and hosted discussions about archaeology throughout the year for the purpose of exchanging information and formulating a model of improved communication. The following is a list of various partners, participants, and other organizations that were part of this project's network.

Research partners (DoD and Tribal Organizations):

State of Nevada Indian Commission
Washoe Tribal Historic Preservation Office
U.S. Army Corps of Engineers, Sacramento, CA: Cultural, Recreation & Social Assessment Section

Tribal membership of project students and staff:

Washoe Tribe of Nevada and California
Western Shoshone tribes
Northern Paiute tribes

Industry (archaeology and environmental companies) contacted in the course of research:

Summit Envirosolutions
ASM Affiliates
Kautz Environmental Consultants
Broadbent and Associates
Far Western Anthropological Research Group

State offices and organizations contacted in the course of research:

Nevada State Historic Preservation Office
Nevada State Museum
Nevada Museums Association
Nevada State Historic Preservation Office
Nevada State Lands Office
Nevada Department of Agriculture
Nevada Department of Transportation

Selected Public outreach " Interviews granted

Las Vegas Sun News
KUNR Public Radio
TV News 4
Nevada Appeal
Las Vegas Review-Journal
KOLO 8 TV News
Nevada Silver and Blue
Reno Gazette-Journal
Documentary filmmaker JoAnn Peeden (independent researcher)
Documentary filmmaker Terri McBride (Far Western Anthropological Research Group)

Some tribal members who were students and staff on our project were featured in a documentary film called "Breaking New Ground: A Story of Native American Archaeologists Working on their Ancestral Lands." The film was released in 2014.